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ABSTRACT

"A Preschool Training Program" is Volume 6 in a series of 7 guides prepared by the Southeastern Education Laboratory to assist rural school districts, especially in the Southern States, in writing acceptable Title III proposals under the Elementary and Secondary Education Act. The document presents a planning proposal which was funded, along with a case commentary evaluating the strengths and weaknesses of the illustrative proposal. The program described in the document seeks (1) to implement a 3-year sequential curriculum based upon concepts and structure basic to the cognitive development of young children, (2) to change the traditional roles and functions of the student and teacher, (3) to accommodate individual differences in learning, (4) to involve parents in cognitive development of their children, and (5) to allow teachers to work with small groups by using paraprofessionals. Additional specific suggestions and reference resources are cited, and 2 bibliographies are presented, the first for the illustrative case and the other, a supplementary one, for the case commentaries. (AL)

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SEL PATHWAYS TO BETTER SCHOOLS
—a preschool training program

NUMBER 6 IN SEL PATHWAY SERIES

SOUTHEASTERN EDUCATION LABORATORY / ATLANTA, GEORGIA

RC004453

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SEL PATHWAY SERIES

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

May 1970

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ACKNOWLEDGEMENTS

Many persons, agencies, and institutions have contributed invaluable knowledge to the staff members of Southeastern Education Laboratory during the preparation of this second generation *SEL Pathway Series*. Special thanks go to those original five school systems without which the first set of materials would not have been possible; particularly significant were the suggestions made by administrators and school personnel located at Twiggs County, Georgia; Williamsburg and Fairfield Counties, South Carolina; and Claiborne and East Tallahatchie Counties, Mississippi.

Consultants who have offered many excellent suggestions regarding the content of the second generation *Pathway Series* programs include M. S. MacDonald, Rosemary Wilson, Jarvis Barnes, William Kirby, John Goode, Henry Gentry, John Adams, W. O. Best, Robert Egbert, Joe Johnston, Cliff Youngblood, Ruth Farmer, Bernard A. Kaplan, Will Atwood, Edward C. Martin, William White, Sidney Cooper, Gary Ashley, Estelle Howington, Bob Aaron, A. J. Comfort, Paul Halverson, Charles K. Frenzen, Jule Sugarman, and Billy Mellown. These persons represent a cross-section of opinion that is essential in creating materials of this kind. Consultants who assisted in preparing the

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INTRODUCTION

Background of SEL Pathway Series

Since the inauguration of the various Title programs implemented under the Elementary and Secondary Education Act of 1965, many school systems which needed federal assistance have not obtained funds. Although there are various reasons for this failure, many of the rural isolated school districts which have a majority black school population simply lack the manpower and resources with which to assess needs and to construct plans that will be funded. The Southeastern Education Laboratory received a special contract with the U. S. Office of Education in April 1968 to lend technical assistance to certain rural isolated school systems and to determine how the Laboratory might develop materials and strategies that would bring all available resources to bear on local educational problems to these and other economically poor districts.

Discovering Pathways the First Year

Based upon the experiences gained by working closely with five school systems and reviewing the *Coleman Report*[1] and subsequent reports such as the Summary Report[2], which identified common needs and problems among many rural isolated systems in the Southeastern United States, the Laboratory developed seven illustrative Title III programs. Five of these programs were funded and became operational. SEL staff members monitored the projects and, in some instances, participated in evaluation phases during 1969. After one year of operations, staff members met with local and state Title I and Title III officials from Georgia, Alabama, South Carolina, Mississippi, Florida, and Tennessee to determine how the original illustrative programs could be improved.

---

[1] James S. Coleman, and others, *Equality of Educational Opportunity*. A report prepared for the U. S. Department of Health, Education, and Welfare, 1966.

Second Generation Pathways to Better Schools

Suggestions for improving the original seven programs focused upon the difficulties encountered by local school officials in assessing needs and resources prior to selecting strategies. Several consultants stated that local proposal writers sometimes construct programs for which no trained personnel are available for implementation; others select strategies which are inappropriate to the actual needs of the school system. It was concluded that the second generation Pathway Series should include materials which would assist local school planners in assessing their needs and systematically planning strategies to meet these needs. The Comprehensive Planning Guide, Number 1 of the SEL Pathway Series, was created to serve this purpose. The Guide includes (1) instructions for a survey and an inventory of needs; (2) suggestions for allocation of resources to needs and establishment of need priorities; and (3) ways to plan for program action. By using the Guide, together with other sources of information, local school personnel can readily identify strategies that will aim to ameliorate a major educational problem. It is recommended, therefore, that this Guide be used prior to using any other Pathways in order to determine precisely what programs are necessary in problem solving.

---

[2] A Summary Report of Six School Systems. A report published by the South Florida School Desegregation Consulting Center, School of Education, University of Miami, Coral Gables, Florida, 1968.

The six others in the Pathway Series are second generation programs which deal with particular problems identified in the Summary Report. They are illustrative in nature and are intended to suggest ideas to local planners about the content and organization of a written Title III proposal. Each program is presented according to the Title III format of the PACE Manual so that the information contained in the Pathway Series is programmed for the reader. The information is divided into two major divisions: (1) Case Commentary and (2) Illustrative

Case. The Case Commentary appears on the lefthand side of each page. The content is intended to be instructive concerning each section of the Title III proposal format and the topic under consideration. Elements include:

A. Title III Guidelines

A brief summary of major points included in the state guidelines for Georgia, Alabama, Florida, Mississippi, and South Carolina;

B. Suggested References

Sources of information and research studies pertinent to the topic of the Illustrative Case and to the section of the Title III format under consideration;

C. Ideal Statement

A statement pertaining to the proposal outline in which suggestions are made that are intended to enhance the quality of the content; and,

D. Critique

A brief commentary which identifies major strengths and weaknesses of the Illustrative Case and remedies which could have been employed.

The Illustrative Case appears on the righthand side of the page in each of the Pathway Series programs and is an actual Title III proposal which has been funded or submitted for funding. The proposal illustrates how one local school system presented its needs, strategies, outcomes, and evaluation plans. The illustration appears as it was originally submitted for funding except for certain editorial changes considered necessary for clarity and consistency. Some portions also have been omitted for the sake of brevity. Names and places used in the Illustrative Case of the other Pathways programs have been changed to preserve anonymity; however, actual names have been retained in this Illustrative Case because of the involvement of the private school and its personnel and the use of materials developed especially for this program.

It is hoped that the packaged SEL Pathways to Better Schools Series will be useful from the initial planning stage to the summative evaluation report. Although the present Series more nearly approximates this ultimate goal, it is by no means perfect and awaits further testing before additional work can be done. The total program includes:

1. Comprehensive Planning Guide
2. Organization for Instruction Program
3. In-Service Training Program
4. Reading Program
5. Dropout Reduction Program
6. Preschool Training Program
7. Communication Skills Program

Pathways Are Suggestive Rather Than Exemplary

A few words of caution need to be made about using the *Pathway Series*. It should be pointed out that the content of the illustrative proposal and the suggested references and statements made about each section are intended to *suggest* rather than to *dictate* how a proposal should be written or strategies should be employed. The selected proposals are used only as examples; they demonstrate both superior and inferior qualities. Since each school system has problems and resources which are unique in each instance, it is probable that most of the information contained in the illustrative Title III proposal will *not* have direct application to most other school systems. Hopefully, the information will suggest the type of content which is necessary and the critique will serve to *assist* the planner in making the presentation of his own plan qualitatively and quantitatively better.

The information contained in the *SEL Pathways to Better School Series* is not intended to replace the use of state guidelines manuals or other materials required by state education departments, or the assistance of state department of education officials in planning. Rather, rural isolated school systems are encouraged to acquire as much assistance as they can to insure successful planning and implementation.

With this information in mind, it is hoped that many rural isolated school systems can employ the *SEL Pathway Series* in the manner in which it was intended: to assist in alleviating educational disadvantagement in the Southeast and the nation.

Kenneth W. Tidwell

Kenneth W. Tidwell
Executive Director

May 1970

HOW TO USE THIS DOCUMENT

The SEL Pathways to Better Schools: A Preschool Training Program is used to best advantage in conjunction with the state Title III guidelines manual and other resources after a careful assessment of needs, priorities and resources has been accomplished. Since the construction of a proposal is actually the culmination of a planning process that may have begun many months or a year prior to actually writing a proposal, the potential user of this document should have obtained and used either No. 1 of the SEL Pathway Series, the Comprehensive Planning Guide, or other planning assistance.

After a review of the Title III guidelines manual for the state in which the school district is located, all of the needs, objectives, strategies, outcomes, and other information developed in earlier planning should be matched with the sections of the Title III format in which specific information is required. Once the minimal requirements have been met quantitatively, the program selected from among the six programs offered in the Pathway Series can be employed. By reading the Illustrative Case (an actual proposal) on the right-hand side of each page, the planner can see how a proposal was presented by one school system.

In this particular instance, the illustrative proposal was submitted by a school system in a metropolitan area. This fact, however, should not discourage rural and suburban systems from adapting portions of this program to their own situations. The manner in which a local public system identified with and took advantage of existing private programs should suggest ways in which any system can draw upon all resources within its area.

By reading the Case Commentary on the lefthand side of each page, the planner can gain a broader understanding of general requirements and can find suggestions about where more information can be obtained; ideas about developing statements that will enhance the presentation of selected information; and critical comments regarding the strengths and weaknesses of the Illustrative Case.

With these insights, the planner can begin to expand, delimit, and polish the ideas that were originally written under each section of the format. Hopefully, the information contained on the lefthand side of the Pathway program will direct the planner in such a manner as to insure that all sections of the proposal are tied together empirically. Particular attention should be given to those sections in which needs, objectives, strategies, outcomes, and evaluation are discussed. The organization of these sections to allow adequate monitoring and evaluation activities is often as important as the strategy selected to be employed.

Although it is doubtful that any planner will have or need all of the sources of information contained in the Suggested References section, these sources were selected because they provide direct insights into problems which typically occur during the actual writing of a proposal. There are many other excellent sources which may be used.

Since the Southeastern Education Laboratory has a vital interest in the improvement of education in the Southeast and the nation, there is a three-part mailer on the following page which will serve to keep SEL informed about the application of this and other documents in the _Pathway Series_. The reader is encouraged to fill out the card specified for each phase of planning and implementation. This will enable the Laboratory to evaluate the _Pathway Series_.

PHASE I - Planning (Fill out after using PATHWAY for initial planning)

☐ I found this document useful during planning in the following ways:
____
____
____

☐ I did not find this document useful.

☐ I wish to contact someone at Southeastern Education Laboratory regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting us in planning.

Name ____________________
Title ____________________
Address ____________________

6 I

Cut here

Cut here

PHASE II - Draft of Proposal (Fill out after using PATHWAY for constructing proposal)

☐ I found this document useful during the proposal writing stage in the following ways: ____________________
____
____

☐ I did not find this document useful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about reading and reacting to this draft of the proposal.

Name ____________________
Title ____________________
Address ____________________

6 II

Cut here

Cut here

PHASE III - Funding & Implementation (Fill out after receiving acceptance or rejection of the proposal)

☐ The proposal as written was rejected on __________ (date).

☐ The proposal was funded and implementation will begin ________ (date).

☐ The Pathways were helpful in constructing an acceptable program.

☐ The Pathways were not helpful.

☐ I wish to contact someone at SEL regarding suggestions I have for improving this document.

☐ I wish to contact someone at SEL about assisting or recommending persons who can assist in implementing this program.

Name ____________________
Title ____________________
Address ____________________

6 III

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Southeastern Education Laboratory
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1/2

CASE COMMENTARY

Statistical Data

A. Title III Guidelines

Alabama, Florida, Mississippi, and South Carolina have made substantial changes in the format of the Statistical Data section of the project proposal. Florida's format is simplified and is by far the easiest to read. The arrangement of the required items of information presents a much less formidable obstacle than did the earlier PACE Manual layout. Georgia adopted the familiar PACE Manual Statistical Data section with only minor changes in the headings. Mississippi, like Florida, has rearranged and simplified the information required in its Part I Statistical Data section and has color coded that portion of the guidelines for easy identification. Alabama has revamped all sections (persons served) to include considerably more detail of a different nature in some sections (D and E) and less detail in others (A, B, and C). In summary, it may be said that the Statistical Data section of each of the five states' guidelines requires essentially the same information, but different organizational formats are used. Any proposal should refer to the applicable Title III guidelines.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

ILLUSTRATIVE CASE

See Statistical Data following.

CASE COMMENTARY

C. Ideal Statement

The Statistical Data portion of the proposal should identify in statistical terms: (1) the target population, (2) the project staff, (3) cost categories by instructional areas, (4) certain ancillary areas, and (5) the context for project endeavors.

D. Critique

A "more effective approach to learning" (Section A-6) does not mention teacher training as a part of the project. In Section C (1-B), no staff members are listed, which suggests that only children are involved. Some doubt is cast about the likelihood of "a newly developed sequential curriculum" being more effective if the staff utilizing that curriculum is not oriented to it. If that orientation is not a part of the project, assurance that orientation is provided under other sponsorship should be given.

ILLUSTRATIVE CASE

OE 4381 (11-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 51-R600
APPROVAL EXPIRES 6/30/68

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A ☒ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☐ END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*

A ☒ INNOVATIVE
C ☐ ADAPTIVE
B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☒ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☒ REMODELING

5. PROJECT TITLE *(5 Words or Less)*

Learning to Learn in Early Childhood (Preschool Training)

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

To demonstrate a more effective approach to learning than the traditional school program for 5-, 6-, and 7-year-old children by implementing a newly developed three-year sequential curriculum which is based upon concepts and structures which have been identified as basic to the cognitive development of young children.

ITEM NUMBER 8

7. NAME OF APPLICANT *(Local Education Agency)*

Duval County Board of Public Instruction

8. ADDRESS *(Number, Street, City, State, Zip Code)*

330 East Bay Street
Jacksonville, Florida 32202

9. NAME OF COUNTY

Duval

10. CONGRESSIONAL DISTRICT

2

11. NAME OF PROJECT DIRECTOR

Dr. Paul McClendon

12. ADDRESS *(Number, Street, City, State, Zip Code)*

1011 Gilmore Street
Jacksonville, Florida 32204

PHONE NUMBER 355-8871
AREA CODE 904

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*

Mr. M. C. Harden, Jr.

14. ADDRESS *(Number, Street, City, State, Zip Code)*

330 East Bay Street
Jacksonville, Florida 32202

PHONE NUMBER 355-8871
AREA CODE 904

15. POSITION OR TITLE

Chairman, Duval County Board of Public Instruction

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

DATE SUBMITTED Dec. 29, 1967

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	1	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED $ 478
	B. TOTAL NUMBER OF LEA'S SERVED	1	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED	525,000	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE *(Month, Year)*	ENDING DATE *(Month, Year)*	FUNDS REQUESTED
A.	Initial Application or Resubmission	▨	7/1/68	6/30/69	$ 60,798
B.	Application for First Continuation Grant		7/1/69	6/30/70	$ 29,875
C.	Application for Second Continuation Grant		7/1/70	6/30/71	$ 22,749
D.	Total Title III Funds	▨	▨	▨	$113,404
E.	End of Budget Period Report				▨

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested., Leave blank if not appropriate.*

A *Type of function (Check applicable boxes)*

1 ☒ REMODELING OF FACILITIES in public school

2 ☒ LEASING OF FACILITIES in private school

3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES

5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY 23,334 sq ft-pub 3,500 sq ft-priv

2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS 1,500 sq ft pub 3,500 sq ft priv

C AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY 1,500 remodel $2,500 leasing

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1 - 6	GRADES 7 - 12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public		1,240	67,304	53,684	833	1,157	124,218	▨
		(2) Non-public	6,089	2,818	4,400	2,382			15,689	▨
B	Persons Served by Project	(1) Public			48				48	
		(2) Non-public		60					60	
		(3) Not Enrolled								▨
C	Additional Persons Needing Service	(1) Public		1,240	23,273				24,513	
		(2) Non-public		2,758	2,350				5,108	
		(3) Not Enrolled								▨

2.		WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	TOTAL NUMBER OF PARTICIPANTS BY RACE *(Applicable to figures given in item IB above)*	102	6			108

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED			100		

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION				2		1.25
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN				2		1.75
(3) GRADES 1-6						
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL				4		4.00
F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 10			(2.) TOTAL CALENDAR DAYS RETAINED 76		

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION		6	.50			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6	1		1.00	1		1.00
(4) GRADES 7-12						
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL						
F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS →	(1.) TOTAL NUMBER RETAINED 5			(2.) TOTAL CALENDAR DAYS RETAINED 5		

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

		MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
			PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.		EVALUATIVE PROGRAMS								
	A	Deficiency Survey (Area Needs)								
	B	Curriculum Requirements Study (Including Planning for Future Need)								
	C	Resource Availability and Utilization Studies								
2.		INSTRUCTION AND/OR ENRICHMENT								
	A	Arts (Music, Theater, Graphics, Etc.)		60	48				60	$7,599
	B	Foreign Languages								
	C	Language Arts (English Improvement)		60	48				60	15,200
	D	Remedial Reading								
	E	Mathematics		60	48				60	15,200
	F	Science		60	48				60	7,600
	G	Social Studies/Humanities		60	48				60	7,600
	H	Physical Fitness/Recreation		60	48				60	7,599
	I	Vocational/Industrial Arts								
	J	Special-Physically Handicapped								
	K	Special-Mentally Retarded								
	L	Special-Disturbed (Incl. Delinquent)								
	M	Special-Dropout								
	N	Special-Minority Groups								
3.		INSTRUCTION ADDENDA								
	A	Educational TV/Radio								
	B	Audio-Visual Aids								
	C	Demonstration/Learning Centers								
	D	Library Facilities								
	E	Material and/or Service Centers								
	F	Data Processing								
4.		PERSONAL SERVICES								
	A	Medical/Dental								
	B	Social/Psychological								
5.		OTHER								

CASE COMMENTARY

I. Abstract

A. Title III Guidelines

The Abstract meets minimal requirements established by Alabama, Florida, Georgia, Mississippi, and South Carolina. It is a one-page description of program objectives and procedures.

B. Suggested References

Krathwohl, David R., How to Prepare a Research Proposal. Syracuse University, 1966. (Mimeographed.) (Copies are available for $1.00 from Syracuse University Bookstore, 303 University Place, Syracuse, N. Y. 13210.)

C. Ideal Statement

An abstract should include a concise statement of the needs attached by the program and specifications of program:

1. clientele
2. location
3. duration
4. objectives
5. procedures.

D. Critique

The Abstract did not designate the clientele or location of the program. The objectives and procedures as stated are global and ambitious, leaving doubt as to whether they are attainable. A narrative form, including the clientele and location of the program, would more clearly describe the project.

ILLUSTRATIVE CASE

I. Abstract

A. Objectives

1. To implement a three-year sequential curriculum based upon concepts and structure basic to the cognitive development of young children.

2. To change the traditional role and function of the teacher.

3. To change the traditional role and function of the student.

4. To accommodate individual differences in rate and level of learning.

5. To involve parents in the cognitive development of their children.

6. To allow teachers to work with small groups of children by utilizing paraprofessionals.

B. Procedures

1. Children will learn how to handle information so that it becomes meaningful and useful. They will use knowledge for independent accomplishment and they will also learn to communicate knowledge and ideas verbally.

2. The role of the teacher will be to pose problems for the children, ask questions, and stimulate interest and curiosity.

3. The children will be given the opportunity to develop strategies for gathering information, problem solving, and decision making.

4. Small group and individual activities will give the children a chance to see the goal striven for and to receive feedback as to their progress.

CASE COMMENTARY

ILLUSTRATIVE CASE

5. Topics for monthly parent meetings will include expectations and aspirations of parents, child growth and development, creating an optimal learning environment at home, and the curriculum and its objectives.

6. The teacher aide will help the children move from one activity to another without the aid of the teacher.

CASE COMMENTARY

II. Community

A. Title III Guidelines

State guidelines minimally require an estimation of the population in the area to be served, the ratio of the area's population to that of the state, and a state map showing the location of the area to be served. Each state also requires a list of local education agencies and counties to be served.

B. Suggested References

A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Beyond minimal requirements, this section should include a brief description of the community including (a) school population trends and distribution, and (b) a socioeconomic profile of the area served by the project. In short, this section should provide a description of the context within which the project will operate.

D. Critique

Only minimal requirements are included. School population trends and socioeconomic data would more fully describe the community.

ILLUSTRATIVE CASE

II. Community

A. Population

The population of the state of Florida as of July 1967 is 5,996,000. There are approximately 525,000 people living in the geographic area to be served by this project, representing nine percent of the total population of Florida. Duval County, with 777 square miles of land and 63 square miles of inland waterways, is the second largest county in Florida, according to population figures.

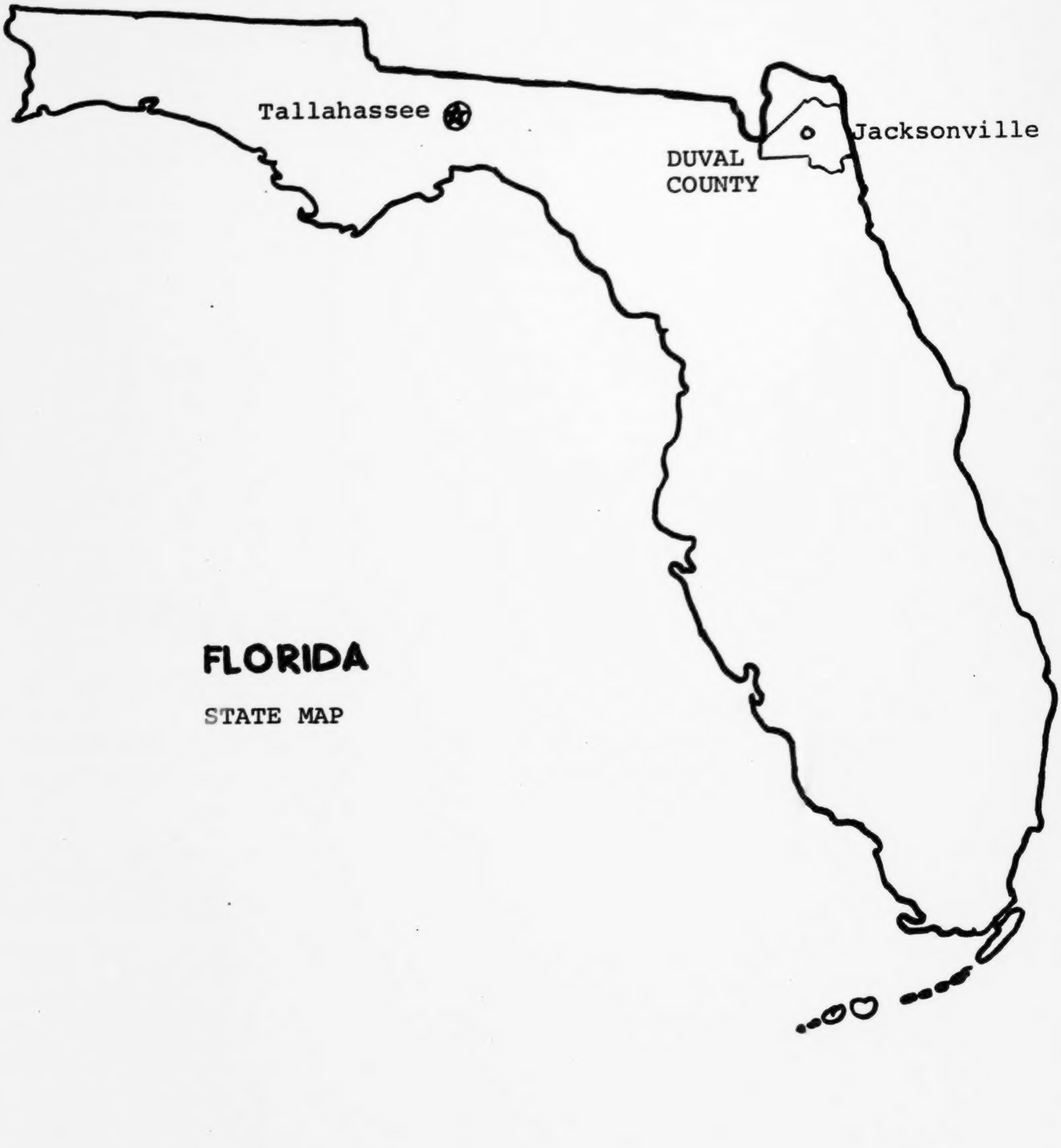
B. Location and Local Educational Agencies

A state map showing Duval County is attached.

The local educational agencies to be served are:

1. Duval County Public Schools
2. The Diocese of St. Augustine-Duval County

Figure 1


Tallahassee
Jacksonville
DUVAL
COUNTY
FLORIDA
STATE MAP

CASE COMMENTARY

III. Statement of Need

A. Title III Guidelines

State guidelines for Alabama and Mississippi are identical in that they require a brief statement of needs, an explanation of need priority, and evidence that the community is aware of the needs.

Florida and Georgia require a description of the educational facilities and resources, a listing of needs of people in the area, and a statement of how the priority was determined. A description of the financial inadequacy of the area to be served as compared to other areas in the state is also required. South Carolina's requirements are basically the same as those of Florida and Georgia but differ in sequence and wording.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Comprehensive Planning Guide, No. 1 of SEL Pathways to Better Schools Series. Atlanta: Southeastern Education Laboratory, 1970.

3. "How Much Are Students Learning?" A Report Prepared by the Committee on Assessing the Progress of Education. Ann Arbor, 1968.

4. "Prospective Changes in Society by 1980," No. 1 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

ILLUSTRATIVE CASE

III. Statement of Need

A. Educational and Cultural Facilities and Resources

The 135 Duval County Public Schools are composed of 98 elementary schools, 34 secondary schools, 2 elementary-secondary schools and 1 adult school. Private and parochial schools in the County number 33. Institutions of higher education include Jacksonville University, Edward Waters College, and Florida Junior College at Jacksonville. The state's largest university, the University of Florida, is 65 miles away, albeit outside county boundaries. Its Division of Continuing Education offers university credit courses at a Duval County Center.

Cultural facilities and resources in the area include:

Children's Museum
Civic Auditorium
Cummer Gallery of Art
Fort Caroline National Monument
Jacksonville Art Museum
Municipal Zoo
Symphony Orchestra
Music Guild
Little theatre groups
Jacksonville Public Library.

B. Determination of Needs

General needs of persons in the area were determined through research by and consultation with staff members and by the George Peabody College for Teachers study of 1964. In addition, the office of the Greater Jacksonville Economic Opportunity surveyed needs of the population and assisted in the determination of schools eligible for funds under Title I of Public Law 89-10.

CASE COMMENTARY

5. Evaluating the Elementary School, A Guide for Cooperative Study, 1964 ed. Atlanta: Southern Association of Colleges and Schools, Commission on Elementary Schools, 1969.

6. Evaluative Criteria, 4th ed. Washington: National Study of Secondary School Evaluation, 1969.

C. Ideal Statement

A statement of needs provides the basis for all strategies, procedures, and outcomes and should include:

1. Documentation of a needs assessment program
2. An array of needs and resources
3. A confrontation of needs and resources
4. Assignment of priorities to needs.

D. Critique

All requirements of the proposal and of the ideal statement are included in a well-documented statement.

ILLUSTRATIVE CASE

The established needs of educationally deprived children in Duval County are herewith listed in priority order:

1. Readiness for school-related learning activities.
2. Development and improvement in self concept.
3. Improvement of cognitive processes.
4. Development of individual value systems.
5. Improvement of physical health of children.
6. Improvement of nutritional health of children.
7. Improvement of the children's emotional and social stability.
8. Improvement of verbal functioning.
9. Improvement of nonverbal functioning.
10. Improvement of classroom performance in reading beyond usual expectations.
11. Improvement of classroom performance in other skill areas beyond usual expectations.
12. Development of positive attitudes toward school and education.
13. To raise students' occupational and/or educational aspirational level.
14. To increase students' expectations of success in school.
15. Improvement of children's average daily attendance.
16. Improvement of the holding power of the school.
17. Reduction of the rate and severity of behavior problems.

CASE COMMENTARY

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The needs for the proposed program were assigned priority on a basis of frequency of distribution of characteristics as shown in the following tabulation:

Pupil Characteristics	Estimated No. of Pupils Having Characteristics
Achievement significantly below grade level in other skill areas	45,368
Poor performance on standardized tests	41,272
Classroom performance significantly below grade level in reading	37,176
Low attention span	31,784
Poor performance on standardized tests of intellectual ability	27,856
Low level in verbal functioning	27,808
Low level in nonverbal functioning	27,022
Low occupational and educational aspirational level	25,000
Expectations of school failure	20,000
Disciplinary problems	19,571
High absentee rate	18,739
Negative attitude toward school and education	17,600
Negative self-image	11,700

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Other priority needs:

The needs listed below are considered to be high priority needs nationwide, hence they are high priority needs for Duval County. Needed changes in the curriculum and methods of presentation are suggested by many researchers both in and out of the professional education field: Goodlad (1967) and Taba (1963) are representative of this group. Some of the needs they suggest are

1. The need to teach children how to learn so that self-learning on a continuous basis will be the pattern, enabling them to measure continuously their own improvement.
2. The need for individualized instruction where each student is provided a program tailored to his needs and capabilities.
3. The need for re-education of teachers so they are able to administer learning on the part of actively involved students.
4. The need for full parental involvement in the learning of their children. The proposed radical changes in curriculum, teacher role, educational facilities, and the like, will not reach full fruition unless the lay citizen understands these changes by active participation.

C. Financial Inadequacy

Lack of support for education has been a chronic problem in Duval County in the past. After all the high schools were disaccredited by the Southern Association of Colleges and Schools in 1967, reassessment of property taxes and increased public support combined in an attempt to raise the school program to a minimal level.

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After extensive consultation, the Duval County Board of Public Instruction reduced a $65,000,000 Budget of Needs to an operating budget for 1968/69 in the amount of $56,633,560. The Duval County Budget Commission reviewed the budget and the figure was approved.

In the 1968/69 school year, the year under which this program will operate, the financial picture will deteriorate considerably for the following reasons:

1. The present millage allotment of 15.89 and the debt service of 1.28 will combine to produce a millage requirement of 17.17 mills. Under the Consolidation Charter for the City of Jacksonville, the millage ceiling will be 16 mills. A cutback of 1.17 mills therefore will be necessary.
2. The value of the mill is presently $1,672,000. Due to legislation that provided for an inventory tax cut, the value of the mill next year will be reduced to $1,529,700.
3. Anticipated increase of enrollment by approximately 2,000 students will require an additional $1,000,000.
4. If the 168 teaching positions cut back during this school year are restored, a further $1,000,000 will be required.
5. The cash carryover from the present school year will be approximately 3/4 of a million dollars less.
6. Therefore, a deficit of approximately $7,000,000 is anticipated in the receipts for the 1968/69 school year in relation to the needs.

CASE COMMENTARY

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There is an attempt at the state level to alleviate conditions in counties such as Duval through increased contributions from state sources. Additionally, the Governor's Commission of Quality Education is developing proposals for improving the support presently afforded local school systems. Such proposals, however, may or may not be translated into actual support in the near future and it is generally agreed that a critical situation exists in this county.

The Peabody Survey Report (Spring 1964) estimated Duval County's income per capita at $1,734. The income per household was $6,138 during 1963. Comparable averages for the state were $66 more per individual and $393 less per household. Income improvement for the past ten years in Duval County has been slightly behind the state.

CASE COMMENTARY

IV. Objectives

A. Title III Guidelines

Alabama and Mississippi guidelines require that each objective be listed, be described in detail, and include the changes anticipated from program activity. Florida and Georgia differ only in that they require the objectives be related to the needs previously listed. South Carolina requires that the objectives be listed in measurable terms and be related to the needs previously listed.

B. Suggested References

1. Mager, Robert F. Preparing Instructional Objectives. Palo Alto, Calif.: Fearon Publishers, Inc., 1962. (Publication may be obtained for $1.75 from Fearon Publishers, 2165 Park Boulevard, Palo Alto, California.)

2. McAshan, H.H. Writing Behavioral Objectives. Gainesville: Florida Educational Research and Development Council, 1969. (Publication may be obtained for $1.00 per copy from J.B. White, Executive Secretary of FERDC, College of Education, Gainesville, Florida.)

3. Popham, W. James. "Selecting Appropriate Educational Objectives." Los Angeles: Vimcet Associates, 1967. (This set of filmstrips may be obtained from Vimcet Associates, P. O. Box 24714, Los Angeles, Calif.)

4. __________, Elliot W. Eisner, Howard J. Sullivan, and Louise L. Tyler. Instructional Objectives. No. 3 in AERA Monograph Series on Curriculum Evaluation. Chicago: Rand McNally and Company, 1969.

ILLUSTRATIVE CASE

IV. Objectives

The objectives which follow are directly related to the needs previously listed and contain proposed innovations that are expected to demonstrate a more effective approach to learning than the traditional school program for five-, six-, and seven-year-old children.

Objective 1

To implement a three-year sequential curriculum which is based upon concepts and structures which have been identified as basic to the cognitive development of young children.

Objective 2

To change the traditional role and function of the teacher as determined by:

a. change from lecturer to evaluator
b. change from expository teaching to inquiry and exploration.

Objective 3

To change the traditional role and function of the pupil as measured by:

a. greater development of cognitive control, i.e. attention, concentration, delay before responding, reflecting, and the like
b. more persistence and effort on achievement tasks
c. a more balanced development of academic, creative, and social skills
d. higher scores on tests of emotional and social development

CASE COMMENTARY

5. Assistance in writing behavioral objectives may be obtained from:
    - a. Southeastern Education Laboratory, Atlanta, Georgia
    - b. Project Ideals, Gainesville, Florida
    - c. EPIC Evaluation Center, Tucson, Arizona.

C. Ideal Statement

Statements of objectives should include elements which reflect present needs, the desired changes, and to some extent, the manner in which the objectives will be measured. The statement of objectives should include:

1. the doer
2. the overt behavior desired
3. conditions under which behavior occurs
4. performance under the conditions given.

D. Critique

The objectives as listed are related to the needs previously mentioned. However, not all of the objectives include the anticipated changes which will occur as a result of the program (Objectives 4, 5, and 6), nor do all of the objectives necessarily communicate the intent.

As stated, the objectives are unclear, imprecise, and in most cases tend to be too global and vague. For example, No. 6 could be more precise if stated as follows:

> Given the aid of paraprofessionals, the teachers will increase the amount of time they spend with small groups and individual students, as measured by systematic observations.

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f. greater gains on standardized achievement tests.

Objective 4

To accommodate individual differences in the rate and level of learning by small group learning situations and individual learning activities in order to develop the child's capacities more fully.

Objective 5

To involve parents in the cognitive development of their children by pointing out specific methods, techniques, and activities which should be used at home to promote, develop, and strengthen the learning process.

Objective 6

To provide opportunity for the teacher to work with small groups and individual students by the utilization of paraprofessionals.

CASE COMMENTARY

V. Procedures

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the procedures be stated sequentially. Alabama and Mississippi require in addition that the reason for selecting the procedures be stated and that both the content and methods of instruction be described as related to achievement of objectives. Alabama and Mississippi specify continuing assessment of programs and use of the resultant information in determining project direction. South Carolina requires and Alabama desires (when possible) that a schedule be submitted of dates and major events in the project.

B. Suggested References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Alexander, William M. A Working Paper on Organization for Instruction, Chapter IV. Prepared for Project Ideals through Florida Educational Research and Development Council, March 1967.

3. Goodlad, John. Planning and Organization for Teaching. Washington: National Education Association, Project on Instruction, 1963.

4. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

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V. Procedures

For Objective 1

The student population in the proposed program will consist of 60 five-year-olds, 24 six-year-olds, and 24 seven-year-olds. The five-year-olds will be enrolled in the Learning to Learn School, Inc., in Jacksonville, Florida. The use of this private kindergarten is necessitated by an absence of systemwide kindergartens in the Duval County schools. The only publicly supported kindergartens in Duval County are those which are supported by funds from Title I of the Elementary and Secondary Education Act. To use one of these kindergartens would make it impossible to secure an appropriate sample for this project.

The five-year-old children will be exposed to a planned sequential curriculum which synthesizes several crucial aspects of education, i.e. child thought, motivation, and learning how to learn, and translating these aspects into a concrete program with newly developed curriculum materials that are economical and meaningful to young children. These children, in their next two years as six- and seven-year-olds, will be exposed to a curriculum that is continuous with previous experiences.

Kindergarten class for the five-year-olds in the demonstration program will begin at 8:45 and end at 12:15. The school year will be consistent with the public school calendar.

The school day is divided into two major blocks of time. The first hour and a half is devoted to exposing the children to a balance between formal learning activities and work-play activities in which the child chooses his own activities. Each child will have approximately one

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C. Ideal Statement

The Procedures section should contain the sequence of activities and practices in which specified content, method, and techniques are expected to achieve the objectives previously stated. Alternative procedures should be reviewed and noted and the sequences should be expressed in both written form and as a chart which depicts the paths of action.

D. Critique

The procedures meet minimal requirements for the state in which it was submitted. The procedures and activities are stated in relationship to the objectives, and the sequential nature of activities is specified. The steps of implementation are not specified by dates or sequence of training and evaluation.

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half hour of formal learning in a "game atmosphere" and one hour of free choice activity.

The second half of the school day, after snack and a short rest period, is spent engaging the children in activities that involve both large and small body movements. These activities are carefully planned and have a definite learning function.

The children will remain together throughout the three-year program and, to insure continuity of learning for each child, the person who will be their teacher when they are in first and second grades will work along with the teacher of these children for several weeks during their schooling as five-year-olds. Since individual differences in rate and level of learning is a major focus, this teacher of these first grade children gets firsthand information on the strengths and weaknesses of each child (as well as the kindergarten teacher's progress report) and will move with the children through second grade.

The six- and seven-year-old children will be enrolled in first and second grades in a regular Duval County elementary school. Their programs will have a similar structure to the kindergarten program. The first grade curriculum will have been developed and tested at the time this program becomes operational and will be continuous with the kindergarten curriculum.

Specific activities and procedures to which the children will be exposed are detailed below.

- .Learning ways to gather, relate, organize, and apply information so that the information becomes meaningful and useful.
- .Using senses to gather information.

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Visual

Observation of and attention to shape, color, and distinguishing characteristics to identify item.
Observation of and attention to similarities and differences of shape, color, and distinguishing characteristics to differentiate between items.
Observation of and attention to shape, color, and distinguishing characteristics to identify identical items.
Observation of and attention to shape, color, and distinguishing characteristics to locate and identify item in an array.
Observation of and attention to parts of an item to form a whole item.
Identification of item by observation and attention to partial visual clues (shape without color, partial shape with color, partial shape without color).

Auditory

Listening to and concentrating on verbal description to identify item.
Associating verbal description with visual model to identify item.
Listening to and concentrating on stories to find facts.
Listening to and concentrating on stories to anticipate outcome.
Listening to and concentrating on verbal directions to understand nature of a problem and how to complete a task.
Listening to and concentrating on words to discriminate between sounds.

Organization

Learn to associate name with item having specific attributes (shape, color).
Learn to associate name with picture of item.

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Learn to associate name with picture of item when some visual clues have been removed (shape without color, partial shape with color, partial shape without color).
Learn name of categories.
Learn to associate groups of items with category name.

Classification

Learn that items can be arranged into categories by some type of system.
Given the information, learn names of categories and items belonging to each category.
Given criteria of how items are categorized and description of how items meet criteria, separate items into categories.
Recall information to separate array of items into two, three, four, or five categories.
Combine sub-categories into general categories using criteria of attributes and/or function.

Part-Whole

Associate attributes of parts to whole item.
Arrange parts to form whole.
Break down whole into parts.

Sequence

Anticipate and describe events of a story from a storybook.
From a story sequence of two pictures, choose an appropriate ending from a choice of two pictures.
From an array of seven or eight pictures, choose any number of pictures to make a story.

Problem Solving

Employ past learning to make decisions.
- Apply informaton in order to separate items into categories.
- Given all parts, identify whole.
- Given partial visual clues,

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    - identify item (shape without color, partial shape with color, partial shape without color).
    - Make visual representation of item or items.
    - Using knowledge of story structure, sequence pictures and make up a story about them.
    - Make a series of decisions to complete a task.
- Use hunches and guesses to make decisions.
    - Identify item from incomplete clues.
    - Associate known items with unfamiliar items for general identification of category.

.Experiencing satisfaction of possessing knowledge and being able to use it for independent accomplishment.

Anticipate Events and Circumstances

Apply knowledge of game procedure to new game.
Anticipate other children's play during a game to block their play.
Anticipate own next play and structure play for advantage.
Anticipate and describe events of a story.

.Learning to communicate knowledge and ideas verbally.

Description

Apply name to item.
Apply name to category.
Apply learned descriptive vocabulary to describe items.
Tell uses to describe item.
Compare and contrast attributes of items.

Discussion

Associate own experience to items and relate experiences to group.
Apply knowledge to tell reasons for guesses and decisions.

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Answer questions.

Story Telling

Describe elements of pictures containing action.
Express ideas concerning action of a picture.
Use sentences rather than one or two words to express ideas.
Relate action in a sequenced series of pictures to make a story.
Elaborate on action of a picture giving events before and after, describing emotions of characters, giving dialogue to characters.

For Objective 2

In this innovative approach to learning, teachers spend less time providing the group with information and more time observing each child and responding to his rate and level of learning.

The teachers in this program are oriented to the child rather than the subject matter. Their major purpose is to pose problems for the children, ask questions, and stimulate interest and curiosity. The role of the teacher is to get the child to become active in the learning process and to make his own discoveries, formulate his own questions, and learn from his own activities, observations, and formulations. The teacher, therefore, must be perceptive and sensitive to how the child works with and uses the materials.

For Objective 3

In this program the child will be given the opportunity to develop strategies for gathering information, problem solving, and decision making. The acquisition of these skills provides the child with a basis for

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confident, independent learning. The teacher creates an atmosphere where she is a source of stimulation, but where the child is given the major share of the work in the learning process. With such an approach the child gets continuous feedback that he can trust himself and his abilities. At the same time he becomes aware of his limitations in a nonthreatening atmosphere.

The skills and concepts children are expected to acquire are as follows:

Information gathering and processing through the use of all the senses.
Observation, identification, and labeling of objects.
Attention to and concentration on attributes that discriminate one object from another (what makes a pear).
Classification.
Classes and subclasses.
Identification and classification on the basis of reduced clues.
Encouragement in the use of guesses and hunches.
Decision making.
Use of past learning to make decisions.
Problem solving.
Reasoning by association, classification, and inference.
Anticipation of events and circumstances.
Expression of ideas.
Use of imagination and creativity.
Conventional (in contrast to idiosyncratic) communication.
Operations on relationships.
Exploration of numbers and space.

For Objective 4

In the beginning children will be homogeneously grouped and the teacher will take from four to six children at a time to a part of the classroom that is screened off to

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engage in a planned sequential learning activity (reading, math, science, and the like). The larger part of the classroom will be divided into four activity areas. Each area will contain a supply of games and activities which either reinforce, extend, or expand upon what is taking place in the small groups.

Children are free to move from one activity to another. A teacher aide is available to give the child just enough help to send him on his way. The children are free to work together or alone in their explorations of and experimentations with the games and activities.

The activities within themselves give the child a chance to see the goal for which he is striving, and in the process of moving towards this goal, he has some feedback as to his progress in that direction. Thus, his motivation and interest in learning remain high.

The way in which the games and activities involve the child in thinking and reasoning forces him to draw upon past experiences and information to solve a problem or make a decision, and builds his self-confidence and makes him more independent. His greater maturity is evidenced by his reliance upon his own resources and efforts and his lessened dependence on other persons. He benefits by developing and strengthening achievement skills and by experiencing satisfaction for independent accomplishment. (For samples of games used in the program, see Inquisitive Games, by Sprigle, published by SRA, included in this report on pp. 82-89.

For Objective 5

Monthly meetings with parents will be held for the three-year period while the children are

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enrolled in this program. The discussion will focus on areas of interest and concern to the parents and the teacher. Topics will include expectations and aspirations of parents, child growth and development, creating an optimal learning environment at home, and the curriculum and its objectives.

Meetings such as these where free discussions are encouraged--there will be no lectures by the teacher--will get parents interested and involved with their child and the school. This will promote understanding of the roles of the home and school and create an atmosphere of mutual trust and respect on the part of parents and teacher. These meetings will be held in the classroom throughout the year.

Report cards will be replaced by individual conferences with parents bimonthly, at which time the child's strengths and weaknesses will be discussed. The emphasis will not be on failing but on rate and level of learning.

Fifteen sets of parents in the model program and fifteen sets in the traditional program periodically will observe their children through one-way viewing screens and a monitoring system in the kindergarten classroom. Monthly parent education meetings will be held with these parents to discuss what they have observed, the curriculum, their goals and aspirations, and other topics of interest to the group. During the school year there will be individual parent conferences to discuss those children who manifest some adjustment or social problems. At the end of the school year, parents will be given a progress report and suggestions as to how to help their children in areas where they show a weakness.

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This arrangement of parental involvement will continue when the children are in the first and second grades. There will be monthly meetings in the classroom and the discussion will focus on the content outlined above. In addition, there will be individual conferences with the teacher every two or three months, at which time the child's progress will be discussed as well as ways the school and parents might cooperate in furthering this progress. These individual conferences will replace report cards.

For Objective 6

Through the use of paraprofessionals (teacher aides), the children will be able to move from one activity to another without the aid of the teacher. For example, the teacher aide will be able to change tapes for a new group of children, supervise games and activities where needed, and the like. Thus the teacher is freed to assume the new role described above.

The concept of teaching a child how to learn rather than teaching specific knowledge was conceived and developed on the premise that the primary objective of early childhood education is to help the child learn to learn. This premise leads to the following seven basic principles underlying the procedures to be implemented in this program.

a. The child must be an active participant in the acquisition of knowledge and be given a major share of the work in planning learning experiences. The child is not considered to be a passive data bank that is filled by a highly verbal teacher who "teaches" the child all he knows.

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The child must receive feedback that the application of his knowledge has made a contribution to himself and someone else. Such a realization builds self-confidence and self-worth.

c. The internal satisfaction and feelings of adequacy that develop from the knowledge that he can cope with and master his environment stimulates the child's growth toward independence and achievement.

d. Learning becomes more meaningful to the child when it is in the form of a problem which challenges him and sparks his curiosity. The emphasis is placed on the process of problem solving and not on the accuracy of the solution. Such an approach encourages decision making and the development of flexible cognitive sets and strategies for learning without fear of failure and disapproval.

e. For learning to become a permanent part of the child's repertoire of intelligent behavior, the verbal symbols, concepts, skills, and attitudes developed must be immediately useful and helpful in his everyday world. They must be synthesized and presented as problems of increasing complexity that are just difficult enough to challenge him and arouse his curiosity.

f. The child must be exposed to opportunities for the interaction of multiple sensory and motor activities and the accurate labeling and communication of the information received. The child is usually fascinated with the realization that he can internalize an external process, organize, and report it to a listener who understands the logic of his thoughts. This is especially intriguing when the data processed are from sources

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other than the eyes and ears.

g. Learning experiences for the child take on value not in mere exposure but in their timing, continuity, and the ways they are structured. Appropriate timing and sequencing of experiences regulate the amount and intensity of stimulation, provide an atmosphere that lends itself to attention, concentration, and greater sensitivity to the structure of the experiences. This approach assures that the child is moving forward by providing a hierarchical structure of learning experiences.

CASE COMMENTARY

VI. Emphasis

A. Title III Guidelines

Alabama and Mississippi do not require a section on Emphasis. Mississippi guidelines state in Chapter I that "... priority [is given] to innovative and exemplary ... programs." Alabama's Project Prospectus and Statistical Report (Section A) provide for applicants to indicate whether the project is innovative, exemplary, or adaptive. Georgia and Florida guidelines are identical in their requirements for a description in the Narrative section of how the project is innovative, exemplary, or adaptive. In the initial application both states provide space for project emphasis to be indicated. Georgia makes no such provision in its prospectus. South Carolina does not mention an Emphasis section in the Narrative but does require an indication in the Statistical section.

B. Suggested References

1. Applicable State Guidelines obtainable from the State Department of Education.
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

The Emphasis section defines and justifies the descriptor, i.e. innovative, exemplary, adaptive, used in identifying the proposal.

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VI. Emphasis

The proposed program will present a new solution to an educational problem. It is innovative.

A recent report entitled The Changing School Curriculum, (Goodlad 1966), describes in some detail the various curriculum projects that have been developed or are being researched to improve the quality of education in our nation's schools. In his summary, he states that encouragement should be given to projects designed to develop curriculum from the bottom up instead of the current procedures from the top down. There are a number of dangers in the latter approach, the most apparent of which is to focus on subject matter rather than to use knowledge of children and their abilities and achievements as the guide to the sequence of the subject matter. Moreover, in their search for the "bottom," curriculum planners do not appear to be considering early childhood as the starting point for this process of change: only one passing comment in Goodlad's 122-page report acknowledged the existence of early childhood education.

At the outset, then, the proposed program is innovative in its focus on early childhood education. More important, however, it is an entirely new approach to the education of young children.

It is being theorized in this program that, if appropriate learning experiences are to be provided for young children, drastic changes must be effected in the curriculum and the role of the teacher. Presently, in too many instances, the curriculum, the role of the teacher and her perception of the pupil, the structure and atmosphere of the classroom in our nation's schools establish

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D. Critique

The Emphasis statement contains the definition and justification for the innovative program which is being proposed. The program is divided into sections with explanations of how each is innovative and with justification for the indicated changes in methods.

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and reinforce habits and attitudes that weaken and impede, if not destroy, the child's interest in and motivation for learning and achievement. Collectively, they establish very early and proceed to strengthen a passive-dependent teacher-child relationship. Our children "know" a great deal, but, in spite of this acquisition, many fail or stumble as soon as the situation or condition requires independent learning. The continuous reinforcement of a relationship that fosters dependency and passivity deprives these young children and adolescents, many of whom score high on intelligence and aptitude tests, of the feeling of satisfaction and achievement through their own efforts, persistence, and independent work.

The common practice of failing a child because he is performing at a rate slower than his classmates or some national average is evidence that teachers give much lip service to, but in reality seriously ignore, individual differences. An innovative feature of this program is the special attention to individual differences in rate and level of development and learning. Innovative materials, developed especially for this curriculum, make it possible to treat each child individually in this respect. The curriculum is built around games and game-like activities which have a definite learning function and which stimulate, motivate, and appeal to the child. Basic ideas and attitudes appear and reappear, each time reducing the concrete and moving toward the abstract in order to extend the child's use of his knowledge and increase the depth of his understanding. There is always a relationship between the current development task (games or activity) and what preceded it. The task is built upon the experiences, vocabulary, and understanding of what came before.

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This approach to curriculum planning and program organization has considerable potential for education. It enables every child to develop his abilities at his own rate. It gives children of low ability an opportunity to develop basic ideas and structure which could not be achieved in most school programs, enabling them to progress when otherwise they would fail or establish debilitating learning deficiencies. Just as gratifying to the teacher is the knowledge that this progress by the slow child is not at the expense of the brighter child who is moving at a rate comfortable for him. In this program, a child may learn slowly but everything he learns contributes significantly to his personal development. His motivation and interest in learning remain high, just as his self-confidence and feelings of satisfaction and adequacy remain high.

Another important innovation in this program is the change in the role and function of the teacher and her perception of the child that permits the child to learn how to learn. The teacher shifts her responsibility from that of the all-knowing storehouse of knowledge to that of assistant to an active learner--the child. The teacher allows the child to assume the major responsibility for what he learns. He becomes the master of the learning situation.

Emphasis is placed on the learning process rather than on the end product. The background experiences of the child are drawn upon for clues for further learning. Finer observations and the development of the ability to think inductively and deductively are thus encouraged.

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Considerable evidence in educational research indicates the absence of meaningful parental involvement in the education of their children. Such direct involvement is another important innovation in this proposed program and is integral to its success.

In summary, the proposed program presents a new solution to some of the problems confronting educators of young children. The finding of the testing director of the Duval County Public Schools that over one-third of the children entering school are not ready for the first grade has revealed a very serious problem. But there are also problems that are national in scope. For example, one problem with which most first grade teachers struggle is trying to adapt a subject-matter curriculum to a large group of children who are beginning school with widely varying motives, interests, and abilities. Another problem is that many "traditional" assumptions, concerning the optimal environment for cognitive growth, are being seriously questioned due to the accumulation of evidence from recent research. In essence, the major problems appear to be (1) that many children are not ready for learning and school, and (2) that many schools are not ready for children.

This project presents an innovative program as a possible solution to these problems, using some well-established preschool practices as well as features that would be most conducive to cognitive development. It offers an alternative to the current early childhood and primary grade curricula in four areas:

a. By introducing curricular materials from nursery school through second grade which enhance cognitive development and the learning process without violating positive principles of child development and child psychology. This was achieved by overcoming special problems that heretofore stood in the way of opportunities which foster learning and development. One such obstacle was devising methods which are sufficiently play and game oriented and at the same adaptable to learning levels and personality characteristics of the young child. Another was the reduction of complex subject matter to the child's level of understanding. The removal of these obstacles makes possible widening and deepening experiences, new vocabulary, increased communication, and improved methods of attacking and solving problems.

b. By fostering and promoting more positive attitudes toward learning and school through shifting the emphasis from external to internal motivation to learn. The curriculum is so constructed that the child very early gets the feeling of being adequate and worthwhile because he is able to cope with and master a task on his own with a minimum of help. Great care was taken in the design and development of the games and activities to "build in" certain characteristics that would help the child gain self-confidence and the desire to persist and put forth effort to master a task by himself. The attractive appearance, as well as the stimulative capacity of the materials and the tasks elicit learning from the child instead of providing him information. The structure of the games and activities, as well as the arrangement of the children and the room, assures the child of success at each step of the way. Everything he learns in this way contributes significantly to his personal development. His motivation and interest in learning remain high just as his self-confidence and feelings of satisfaction and adequacy remain high.

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c. By providing an environment for learning to learn. This involves the (1) active participation on the child's part in the acquisition of information, with emphasis on giving the child a major share of the work in what he learns, (2) the appropriate use of this information in new situations so that after acquiring it he can organize this information and see how and when it can be useful in problem solving and expressing ideas, and (3) some check or feedback as to the outcome of his work or ideas.

d. By fostering and promoting independent work. The way in which the games and activities involve the child in thinking and reasoning forces him to draw upon past experiences and information to solve a problem or make a decision, and develops his self-confidence and independence. He further benefits by developing and strengthening achievement skills as well as by experiencing satisfaction for independent accomplishment.

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VII. Planning

A. Title III Guidelines

Alabama and Mississippi require a description of (1) past or future planning; (2) participation of other agencies, public and private, and of school personnel; and (3) the resources needed to implement the program including personnel, time, equipment, facilities, and money. Georgia and Florida require essentially the same information but specify descriptions of (1) state agency help in planning, (2) any planning grants, (3) how federal support will be phased out, and (4) how project funding supplements rather than supplants local financial support. South Carolina asks simply for a description of the planning that took place in designing the project and the people and agencies involved. All five states require letters of commitment from agencies involved.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

3. "Planning and Effecting Needed Changes in Education," No. 3 of Designing Education for the Future Series, eds. Edgar L. Morphet and Charles O. Ryan. An Eight State Project. New York: Citation Press, 1969.

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VII. Planning

A. Agencies Involved

The Duval County Day Nursery Association has participated in the development of the program from its inception. Mrs. Jean Lee, Director, provided children to test various parts of the curriculum during the early phases of the research, as well as children who were used as control subjects.

The pediatric community cooperated by helping to locate and identify the population of children from which a sample was then drawn.

Dr. Samuel Harris, Chairman, Division of Education, Jacksonville University, is a consultant to the program. Dr. Harris and Mrs. Robbye Kincade, specialist in early childhood education at Jacksonville University, actively worked with our county personnel in the initiation of a teacher training program to prepare teachers to work with children in this innovative way.

The planning of this proposal resulted from research funded by Office of Economic Opportunity and Carnegie Corporation of New York (see B below).

Personnel of the Duval County Schools have been involved in the planning and initiation of the program from its inception. Mrs. Margaret McGill, Coordinator of Elementary Curriculum, was involved in the program until her death.

With the death of Mrs. McGill, Dr. Paul McClendon, Director of Curriculum, has consulted with the teachers and planners of the Learning to Learn Program. Other Duval County school personnel who have participated in the planning are

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C. Ideal Statement

Planning identifies needs, establishes objectives, and projects the resources, relationships, and evaluation required to operate.

D. Critique

The statement of planning is well written. It contains the minimal requirements for the proposal and all but one requirement for an ideal statement: evaluation. Evaluation should be planned before a program is put into effect.

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Mrs. Ester Miles and Mrs. Ida Chappell of the reading clinic and Mr. Daryle May of the math department who helped in planning the first grade program.

Demonstrations and workshops have been held with various county personnel, among whom were the supervisor of testing, reading teachers, school principals, kindergarten teachers, and the like. The supervisor of instruction of the schools of the Catholic Diocese was also a participant.

B. Methods and Procedures

The Learning to Learn Program took two years to design and plan and has been used experimentally for three years. Local pediatricians who were dissatisfied with the status of early childhood education in Duval County approached the director and developer of the Learning to Learn Program for materials and ideas for 4- and 5-year-olds who were not making satisfactory progress in their development, since the nurseries and kindergartens these children were attending were not meeting their needs.

Research literature is replete with studies on nursery school and kindergarten programs, such as Mitchell, 1950; Stephens, 1952; Hooper, 1955; Hopkins, 1955; Zerbes, 1959; Read, 1960; Jenkins, 1960; Kawin, 1960; Keliher, 1960; Bain, 1961; Christianson, 1961; Hooper, 1962; Hefferman, 1964; Burgess, 1964; and Mukerji, 1965, which suggest that most children emerge from a traditional kindergarten program fairly happy, well adjusted, and ready for first grade. But this seems to be a rather limited goal and an underestimation of the child's potential. Because of the long-range, positive effects, it

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seems worthwhile to help the child emerge from childhood happy, well adjusted, educated, and with knowledge of how to learn.

To accomplish these broader and longer term objectives, it was necessary to design and develop a program that had a sound theoretical and conceptual framework. Since the traditional approach in early childhood education has many limitations, it was necessary to take a fresh approach. Rather than a curriculum of tender loving care and some content, the planners focused on the learning process and the development of a program that would provide a continuity of learning through a curriculum which would provide a structure on which to build later learning. This newly developed program stresses the importance of the timing and continuity of experiences and the ways they are structured; it stresses not what the child knows, but how he knows. A main objective for the teacher is not to help the child get from A to B, but to help him become more sensitive to the process involved in getting to the goal or in making a decision.

Two recognized authorities in early childhood education and child development contributed to the planning and development of the program. Dr. Kenneth Wann of Teachers College, Columbia University, and Dr. Halbert Robinson of the University of North Carolina were consultants for the programs for the five- and six-year-olds. Their knowledge of and sensitivity to children contributed significantly to the strength of the program.

The year preceding the first year of research, the director and one teacher visited numerous university-operated kindergartens and nurseries, among which were the

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University of Florida, Bank Street College of Education (N.Y.), and Teachers College, Columbia University (N.Y.).

A research study, "A Fresh Approach to Early Childhood Education and a Study of Its Effectiveness," by Sprigle and Van De Riet (1967), notes the effectiveness of a sequential program of planned learning experiences. Two studies are reported, one with culturally deprived children and the other with lower middle and middle class children, which compared five-year-old children in the sequential program with a control group who attended a traditional kindergarten program. The findings of both studies pointed to the superiority of experiences which help children learn to learn. On measures of intellectual functioning, language and communication skills, mathematical concepts, and reasoning and thinking ability, the experimental group performed at a significantly higher level. But this finding is of special import since it reveals the limitations of early childhood programs which draw heavily on the traditional model. Sprigle and Van De Riet's findings reveal that a sequential program of guided learning experiences significantly accelerates the development of slow children as well as bright children, whereas traditional kindergarten practices are of benefit to the latter and merely maintain the current level of development of slower children. There was considerable change in the experimental children but only the brighter children changed in the traditional programs. These findings give a partial explanation of why most programs for culturally deprived children (many of which were modeled after the traditional approach) have had only limited success.

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These findings give some hints as to the direction curriculum planning and organization should take for the education of the disadvantaged child. The data revealed that these children, having been exposed to an organized planned program, moved ahead in their development, as did lower middle and middle class children exposed to the same treatment. The disadvantaged gained from an average IQ of 89 to 104; the middle class from an average IQ of 103 to 112; and the control group from an average of 102 to 107.

C. State Agency Assistance

Extensive help has been given by the Florida State Department of Education in planning the proposed program. Mr. Leo Howell, Coordinator of Title III, and Mr. John Stapleton, Director of Federal-State Relations, have been especially helpful with suggestions and advice. By raising questions pertinent to the thoughtful development of the program, they provided the opportunity for the project planners to explore certain concepts and problems in depth, and thus broadened the educational horizons of all concerned. The proposed program was strengthened by the assistance given by these State Department of Education professionals.

D. Support for Planning

The planning of the proposed program was not financed by an ESEA, Title III, grant.

E. What the Funds Provide

The major portion of the funds obtained under this grant will provide for the services of specially qualified professional personnel. These educators developed and implemented the pilot project on which this proposal is based and are integral to the success of the proposed program.

The remainder of funds obtained under this grant will be used for the employment of non-instructional personnel; the purchase of materials and supplies for classroom use and evaluation, special equipment for the programs for six- and seven-year-olds; and to defray other related costs which are relatively small but are large in importance to the total proposed program.

F. Phase Out of Federal Support

This program involves very limited numbers of 5-, 6-, and 7-year-old children. In the first year of operation, a total of 108 youngsters will be involved, divided as follows:

Two kindergarten classes - 60 students
One first grade class - 24 students
One second grade class - 24 students

In the second year of operation, a total of 84 students will be involved, as follows:

Two first grade classes - 60 students
One second grade class - 24 students

In the third and final year of the project, one first grade class and two second grade classes, comprising about 90 students (or fewer, due to attrition), will be involved.

Second year expenditures for such items as personnel and contracted services will measurably decrease, since no teachers or leased facilities will be needed for the kindergarten program. The program director will serve only as a consultant, and Duval County will pay the salaries of the first and second grade teachers.

In the third year of operation, there are no anticipated expenditures for equipment, thus decreasing the operating budget significantly.

In summary, the project is so designed that the phasing out of federal support is a planned procedure which leaves no harmful effects on the program.

It is important to note that, should the results of the proposed three-year program indicate a successful approach to cognitive development of young children as expected, Duval County Public Schools anticipate funding a similar program through the regular school budget.

G. Related Services

Beginning in September 1965, the Learning to Learn School (a private, nonprofit school) implemented an innovative program with a group of preschool children, based on sound principles of cognitive development. Carnegie Corporation of New York and the Office of Economic Opportunity provided the funds for this venture. An evaluation at the end of the school year indicated its importance and advantage for the overall development of the child, and the program, therefore, continued in September 1966 with another group of children. Data on this second group of children not only supported the results of the first study but indicated even greater benefits for this group.

It was decided to study the children who were in the second year preschool program. These youngsters are enrolled, as a group,

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in the first grade of a local public school. Their teacher, certified in elementary education, was specially trained by the Learning to Learn School and has been fully exposed to the principles and concepts involved. In turn, the principal is equally knowledgeable and enthusiastic. The first grade curriculum is now being implemented in that classroom; it is, of course, a sequential curriculum based on the seven basic principles described in earlier sections of this proposal, and it is being implemented for the first time with first grade children.

Funds from Carnegie Corporation are supporting the current preschool program at the Learning to Learn School, and are supporting the first grade program, with the exceptions of that teacher's salary, which is paid by Duval County. The physical facilities are furnished by the County. Carnegie Corporation funding will cease at the end of the current school year, and funds are not expected to be available after that time, since the program will then have been funded for the unusually long period of three years.

The Duval County Board of Public Instruction has made a commitment to continue to pay the salary of the firse grade teacher (who will become the second grade teacher next year) and to pay the salary of the teacher needed for first grade children. Materials for traditional first and second grade classes will be provided when their use is appropriate to the program and physical facilities in the public school. There are, unfortunately, no funds available from the local public school system to support the other vital aspects of the program, such as the creation and use of completely innovative curricular materials in all grades, special equipment, and the like. It can readily be seen that

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Title III funds requested in this proposal will supplement rather than supplant the financial support already available.

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VIII. Participation of Nonpublic School Children

A. Title III Guidelines

Neither Alabama nor Mississippi includes a section on private schools in the Narrative portion of the proposal. Both, however, require in the Planning section that the applicant show how the project will benefit children and teachers in private nonprofit schools, and that plans for private school participation be documented. Florida, Georgia, and South Carolina devote a section to private nonprofit schools. Florida and Georgia require that any arrangements relative to the loan of project equipment be documented as to basis and terms for such loans. Only South Carolina requires that planning participation by nonpublic school personnel be described.

B. Suggested References

1. Applicable State Title III Guidelines.

2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

When required, the section on Participation of Nonpublic School Children is expected to delineate any involvement of nonpublic school personnel and students in the project.

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VIII. Participation of Nonpublic School Children

A. Teachers and Students

This proposal is limited, operationally, to an extremely small number of children in one private school and one public school. Nevertheless, the percentage of participating nonpublic school children is greater than the percentage of participating public school youngsters.

It is anticipated that this project will eventually benefit most 5-, 6-, and 7-year-old children regardless of the school they attend. Frequent demonstrations on a regular schedule are planned, and teachers in private, nonprofit schools have been encouraged, and will continue to be encouraged, to attend these sessions and even to make special arrangements with program personnel when desired.

Teachers and staff personnel of the Diocese of St. Augustine have been involved in planning this program, have observed demonstrations, and are most enthusiastic about the possibilities of such a program in their own schools. They have asked for, and received, direction in their efforts to construct some of the new curriculum materials, for example, and a "sharing-of-ideas" attitude prevails.

B. Facilities and Equipment

Nonpublic school participation in this project involves the loan of certain pieces of equipment, such as typewriters and dictaphones, to the private school. These will be loaned for a period of not more than one semester, with provisions for renewal, and title to such property shall remain with the Duval County Board of Public Instruction.

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D. Critique

This statement clearly indicates the relationship with the Diocese of St. Augustine, the involvement of children in a privately operated school, and the basis and terms of equipment loans. All required information is included.

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IX. Evaluation

A. Title III Guidelines

Alabama, Florida, Georgia, and Mississippi require a description of the methods, techniques, and procedures to be used in assessing the degree to which objectives of the program are met. They also require an estimate of the costs of evaluation and a description of the instruments to be used in the evaluation. Mississippi requires an explanation of "how the evaluation procedure is built into the proposed project activities." South Carolina specifies process evaluation and requires assessment on a continuing basis, as well as product evaluation. In South Carolina, a description is required of the means "used in obtaining qualitative and quantitative measures of the extent to which objectives are achieved." That state also requires a description of measuring instruments and an estimate of cost.

B. Suggested References

1. Cook, Desmond L. Program Evaluation and Review Technique, Cooperative Research Monograph No. 17. Washington: Government Printing Office, 1966.

2. Sullivan, Howard J. "Objectives, Evaluation and Improved Learner Achievement," Instructional Objectives. AERA Monograph Series on Curriculum Evaluation No. 3. Chicago: Rand McNally & Co., pp. 65-99.

3. Applicable State Title III Guidelines.

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IX. Evaluation

A. Methods, Techniques, Procedures

The following methods, techniques, and procedures will be used to determine the degree to which the objectives of the proposed program are achieved:

Of Objective 1

Children in this developmental sequential program will be matched with groups of children in traditional school programs in the following ways: (1) age, (2) sex, (3) intelligence, (4) school readiness skills, (5) motor coordination, (6) vocabulary development, and (7) socioeconomic level.

Pre- and post-tests will be given, and the results compared by an independent evaluation team from the University of Florida.

Of Objective 2

Video tape will be used to record all that transpires in the classroom of (1) a teacher in this program and (2) a teacher in a traditional program. The duties of each will be determined and analyzed and their activities compared (in accordance with research in The Language of the Classroom by Ballard) by an independent evaluation team from a university to be named.

Of Objective 3

The same basic procedures as described for Objective 2 will be used, but here the focus of evaluation will be the pupil rather than the teacher.

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4. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Evaluation consists essentially of assessing the degree to which the target population acquires the behavior and capabilities specified in the objectives. Changes in learner behavior are the grist of evaluative activities in education.

D. Critique

The statement meets minimal requirements; however, no process evaluation of children's learnings is indicated and no rationale is given for the selection of particular tests. The statement of evaluation for Objective 2 seems to indicate that videotaping will be done continuously throughout the duration of the program. Either this statement does not convey the intent or the cost estimates are completely unrealistic. A cost breakdown by components would clarify the figure.

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Of Objective 4

Cumulative records of each child's work will be maintained and then evaluated to determine growth in rate and level of learning as compared with cumulative records of an equated group of children who have been exposed to the traditional program.

The rating scale which will be used was developed by Sprigle and was adapted from the Fels Research Questionnaire and the Long Beach City College Parental Questionnaire.

In addition, drawings and creative writings of program children will be given to artists and English professors, respectively, at the University of Florida, to be judged for artistic and creative expression.

Of Objective 5

Records of parent conferences and meetings will be maintained. Parent questionnaires and personal interviews will be evaluated to determine the reaction of parents to this program as opposed to the program to which other children of the family have been exposed. The efficacy of this approach is apparent when it is stated that all children in the program, with the exception of two, have older siblings, who have been exposed to the traditional curriculum.

Of Objective 6

A random sample of teacher activity will be videotaped and analyzed by the independent evaluation team. It is anticipated that approximately 10 three-minute tape sessions will be thus recorded. Anecdotal records of how teachers spend their time will also be scrutinized for evaluation of this objective.

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B. Instruments

The following instruments to be used for evaluation will be given at the beginning and at the end of the program to control groups as well as experimental students:

Stanford-Binet Intelligence Scale
  Form L-M
Bender Motor Gestalt Test
Metropolitan Readiness Test
School Readiness Screening Test
The Illinois Test of Psycho-
  linguistic Abilities
Sprigle Rating Scale completed by
  teacher and parents
Sequin Form Board-Arthur Revision
Rail Walking Test
Ratings of pictures and stories
  made by students
Ratings by independent observers
  and by teachers
Stanford Achievement Test.

C. Cost

Evaluation costs are estimated at $6,543.50, including consultants, materials, and testing supplies.

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X. Dissemination

A. Title III Guidelines

Alabama and Mississippi require a description of provisions for publications, conferences, visitations, and other means of dispersing information about the project, along with an estimate of the cost of dissemination. Both Alabama and Mississippi place dissemination under Planning in their guidelines. Florida and Georgia require the same information but devote a major section to dissemination. South Carolina also allots a section to dissemination and requires that it take place initially in the geographical area served by the project and subsequently in other areas. South Carolina also requires cost estimates.

B. Selected References

1. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

3. National School Public Relations Association, 1201 16th Street NW, Washington, D.C. 20036.

C. Ideal Statement

Most dissemination plans fail to include strategies for measuring the success of information programs. Very often, dissemination efforts are carried out by the project director. This person is not always the one who can devote the attention required for such

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X. Dissemination

Towards the objective of public interest, understanding, and support, it is believed that local news media will provide the widest possible coverage. All Duval County media already provide excellent coverage of other federally financed programs, and there is no reason to believe that the situation will change, especially since the proposed program contains innovative features.

To reach the educational community, publications and reports of materials and procedures found effective will be submitted to the Division of Instruction, Florida State Department of Education, for distribution throughout the state, and conferences, workshops, and meetings with interested persons will be held.

Demonstrations of materials, procedures, and program activites will be held on teacher planning days for kindergarten and primary teachers. The widest possible dissemination to both county and nonpublic school personnel is anticipated in this way.

Costs for dissemination, per se, will be negligible and therefore have been included in the costs for evaluation.

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efforts to be consistent, timely, and successful. Careful planning, periodic evaluation and competent persons in charge of dissemination should be specified in this section.

The best and only truly effective dissemination is that which results in the replication of good practices in new situations.

D. Critique

The statement contains all of the essential requirements. The only thing which might be of benefit to others working in similar situations is also to mention aspects of the program which failed and to make possible explanations of the failure. This information could be very useful to others attempting to implement the same or similar programs.

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XI. Qualifications of Professional Personnel

A. Title III Guidelines

Alabama and Mississippi guidelines dictate that: (1) the number of personnel by position, job description, and qualifications be included along with (2) the time, the location, and conditions under which consultants will work. Both states place this information under Planning. They require resources, a description of the assistance sought, and the relation of the consultant to regular staff members. Florida and Georgia require information in addition to that above, i.e. salaries, length of service, percent of full-time involvement, a description of the responsibilities and the minimum acceptable qualifications for each position. Florida and Georgia also require that this section reflect the employment status, i.e. commitment, of professional personnel named in the contract. South Carolina requires information on three classes of project employees: (1) professional, (2) consultative, and (3) nonprofessional. In each case, the number of personnel needed, job descriptions, and distinction between sources of payroll funds are required.

B. Suggested References

Applicable State Title III Guidelines.

C. Ideal Statement

Project objectives establish the qualifications of professional personnel.

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XI. Qualifications of Professional Personnel

A. Positions to be Filled

Title	Salary	Commitment
Coordinator	$6,500	12 months
Director	15,000	12 months
Teacher	6,750	10 months
Consultants	2,550	51 days @ $50 day
	1,875	25 days @ $75 day

B. Qualifications

Since the identity of the professional personnel needed are known at this time, paragraph C is included herewith:

The project coordinator is the second member of the teaching team. She will fulfill all normal teaching duties and, in addition, will handle all administrative details including fiscal responsibilities. In the summer months she will devote most of her time to administration of the program.

The project coordinator will be Carol Mueller, who holds a B.S. degree in elementary education from Jacksonville University. She has had one year teaching experience in the research program of the Learning to Learn School and is currently employed there.

The program director will have total responsibility for the implementation of the new program. His duties will include daily classroom observations to make necessary modification or expansion of curriculum or program organization, supervision of teachers and student

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D. Critique

Basic requirements of this section are included; however, the statement could be more specific in terms of the duties involved for each position. An explanation of the type of consultants to be used and for what purposes would illuminate the need for 76 days of consultant time.

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trainees, conducting weekly staff meetings, directing workshops for visiting professional people, and arranging parent discussion meetings and conferences.

The program director will be Herbert A. Sprigle, who received his B.A. degree from the University of Miami and his M.S. and Ph.D. from Pennsylvania State University. He completed his internship in Clinical Psychology at the Devereux Schools and joined the staff as a child psychologist at Devereux for two years. He resigned this position at Devereux to become Chief Psychologist at the Duval County Child Guidance Clinic. He was also on the teaching staff of St. Vincent's engaged in research in child development in early childhood education. Among his publications are the Sprigle School Readiness Screening Test and Inquisitive Series of Games, a sequential program of cognitive development for young children, published by Science Research Associates. "A Fresh Approach to Early Childhood Education and a Study of Its Effectiveness," his study of the effect of a sequential curriculum on culturally deprived children in the lower-middle class and its effect on middle class counterparts, has just been published.

His studies have been supported by the Office of Economic Opportunity and the Carnegie Corporation of New York. As director of the Laboratory School, Dr. Sprigle developed the curriculum. He coordinates the total program and supervises student teachers from the early childhood education program of Jacksonville University. These students observe and receive training in the parent education program as well as working with children.

CASE COMMENTARY

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The teacher will implement the proposed program for kindergarten children and generally fulfill normal teaching duties and responsibilities. She will also be responsible for supervising the classroom participation of the trainees.

The teacher will be Joan Sprigle, who received her B.A. and M.A. degrees from Queens College, majoring in education. She has taught kindergarten in Pennsylvania for 2 years, and first grade in New York for 3 years. For the past 3 years she has been the main teacher engaged in the study of the effects of the sequential curriculum on culturally deprived children and on lower-middle and middle class children. In addition to the teaching, she has also written a teachers' manual for early childhood educators that will be published by Science Research Associates. Mrs. Sprigle is currently employed at the Learning to Learn School.

CASE COMMENTARY

XII. Facilities, Materials, and Equipment

A. Title III Guidelines

Florida and Georgia require that the nature, location, and ownership of program facilities be described. Terms of any leases are to be indicated and all new equipment and materials for the program are to be justified. Facilities and equipment provided by other than project funds should be explicated to indicate efforts to support the project from other resources.

B. Suggested References

1. Applicable State Title III Guidelines.
2. A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

C. Ideal Statement

Every project worthy of funding needs a physical base of operation for both program and staff where day-to-day operations occur, are recorded, supported, and enhanced.

D. Critique

This statement contains all requirements. Section B should be more explicit about the equipment needed in the two public school classrooms and the source of such equipment.

ILLUSTRATIVE CASE

XII. Facilities, Materials, and Equipment

A. Facilities

The location of Learning to Learn, Inc. is 1936 San Marco Blvd., Jacksonville, Florida 32207. The building to be used in the program has four classrooms and four administrative offices. The building is owned by Ernest Veele, M.D. and will be leased from July 1, 1968 to June 30, 1969 for $2,500.

B. Equipment

All needed equipment is already available in the leased facilities described above. However, the two public school classrooms involved in this project do not presently contain the innovative equipment necessary to the success of the program.

C. Funding

For the past three years, the program has been funded by the Office of Economic Opportunity and Carnegie Corporation of New York. Funds are no longer available from these sources, as explained in another section of this proposal. However, equipment and materials which were donated by IBM and Science Research Associates (valued at $3,000 and $2,000 respectively) will continue to be used in the original (leased) facilities for the kindergarten program. Thus, funds from other sources will be used to provide much of the needed equipment and materials.

CASE COMMENTARY

XIII. Subcontracting

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina treat the section on contracting exactly alike. All states require that the following information be provided in each instance of contracted services:

1. Name and kind of agency with which the contract will be made
2. Dates of contract (expiration date must not be later than that of Title III grant)
3. Type of contract, e.g. fixed price, cost reimbursement, or cost sharing
4. Funds to be paid under the contract
5. Services to be provided
6. Responsibilities to be retained by the applicant for the control and supervision of the subcontracted services.

B. Suggested References

1. *A Manual for Project Applicants and Grantees, Title III, Elementary and Secondary Education Act*, rev. ed. PACE -- Projects to Advance Creativity in Education. Washington: Government Printing Office, 1967.

2. Applicable State Title III Guidelines.

C. Ideal Statement

Subcontracting is permitted when the service to be performed is (1) neither appropriate for nor within the capabilities of the project staff, and (2) approved by the commission.

ILLUSTRATIVE CASE

XIII. Subcontracting

A. Agency Involved

The agency with which the contract is to be made is the Learning to Learn School, Inc., a private nonprofit school for four- and five-year-old children.

B. Contract Length

The dates of the contract will be July 1, 1968 to June 30, 1969.

C. Type of Contract

The type of contract will be *fixed price*.

D. Contracted Funds

Funds to be paid under the contract are

Professional services of program director	$15,000
Leasing of facilities	2,500
TOTAL	$17,500

E. Contracted Services

The program director will be responsible for the overall planning and coordination of the entire instructional program. He will make daily observations of the children in order to make any necessary modification of the curriculum to meet individual needs; he will decide upon additional materials and assist the teachers in planning for individual children. Most of these materials have been developed by the director. The director will hold weekly staff meetings to discuss needs of the children and the teachers and will conduct monthly parent discussion meetings. He will plan and attend individual parent conferences which are held twice a year.

CASE COMMENTARY

D. Critique

The statement contains all of the requirements necessary and delineates all of the responsibilities in the subcontracting relationship.

ILLUSTRATIVE CASE

The school is well-known and receives numerous requests from professional people to observe and study the Learning to Learn Program. The program director will conduct workshops for such professionals that last from one to three days.

Still another important function for which the director will be responsible is the training of teachers from Jacksonville University and from Duval County schools. He will hold seminars in which all aspects of the program are discussed and evaluated.

In addition to the services of the program director described above, the physical facilities of the Learning to Learn School will be leased for the kindergarten program.

F. Contract Supervision

The applicant agency retains full responsibility for the control and supervision of the subcontracted services.

CASE COMMENTARY

XIV. Tax Effort

A. Title III Guidelines

Alabama, Florida, Georgia, Mississippi, and South Carolina require that the applicant provide answers to the following questions (if special consideration is desired because of local inability to meet critical educational needs):

1. What percent of the legal maximum tax rate is the current school tax levy in your district?
2. What percent of the actual value of property in your district is the assessed value? What is the average percent for your state?
3. What percent of the average per pupil expenditure in your state is the average per pupil expenditure in your district?
4. Does your district have an unusual amount of nontaxable property? If so, please explain and list any special monies provided.

Alabama, Georgia, and Mississippi require additional information specifying: (1) the phasing out of federal support, (2) the services and activities during the past three years that have been related to the proposed program, and (3) the assurances that federal funds will not be used to supplant funds already available. Florida's guidelines include additional questions aimed at the applicant's needs as related to national needs.

ILLUSTRATIVE CASE

XIV. Tax Effort

The applicant wishes to receive special consideration because the school district is unable to meet critical educational needs although it is making a reasonable tax effort.

A. Degree of Tax Effort

1. The current school tax levy is 80 percent of the legal maximum.

2. The assessed value of property is 100 percent of actual value in the state and district.

3. District per pupil expenditure is 91.4 percent of the state average.

4. Nontaxable property amounts to $826,157,000 which is approximately one-third of the total property in the district. Fifty-six percent of this amount results from the $5,000 homestead exemption provision in state laws while the remainder represents charitable institutions or publicly owned property.

B. Ability to Meet Critical Needs

1. Only 3,372 children or 14.4 percent of the 22,700 four- and five-year-old children in Duval County participate in a kindergarten or preschool program.

Kindergartens in the public schools supported by Title I, P.L. 89-10, enroll 1,241 pupils.

Private school kindergartens supported by private fund have 786 students enrolled.

Headstart programs supported by the Office of Economic Opportunity serve 1,000 children.

CASE COMMENTARY

B. Suggested References

1. "The Economics and Financing of Education," No. 5 of Emerging Designs for Education Series, eds. Edgar L. Morphet and David L. Jesser. An Eight State Project. New York: Citation Press, 1968.

2. High Schools in the South, A Fact Book, Chapter 2, pp. 7-20. Nashville: Division of Survey and Field Services, Center for Southern Education Studies, George Peabody College for Teachers, 1966.

C. Ideal Statement

When reasonable local efforts have failed to produce sufficient resources for an adequate education program, state and federal resources should be made available to insure it.

D. Critique

The statement meets all of the requirements and provides additional information which affords a broader view of the tax situation.

ILLUSTRATIVE CASE

OEO Day Care centers serve 345 four- and five-year-olds.

2. The pupil-teacher ratio is 31 to 1 in county elementary schools and 26 to 1 in secondary schools in the district.

3. The ratio of total professional staff to pupils in the district is 26 to 1 in elementary schools and 23.7 in secondary schools.

4. Total enrollment in the school district for each of the last five years has been

1963-64	112,232	(end of year)
1964-65	113,695	(end of year)
1965-66	114,412	(end of year)
1966-67	116,653	(end of year)
1967-68	120,988	(current)

5. An unusually large increase in current enrollment (disparity at time of gathering the figures notwithstanding) appears to be attributable to:

   a. decrease in dropout rate
   b. industrial expansion in county
   c. in-migration from rural counties.

6. Of the total enrollment of 121,000 this year, there are 5,303 pupils who, according to Florida standards, are enrolled in excess of normal capacity of our school plants. This number includes five elementary schools on double session involving 2,368 pupils and one secondary school with 874 students on double session. Next year the district will have completed construction of three more elementary schools, but attendance increases are estimated at 2,000 overall, negating most of the gain in space.

CASE COMMENTARY

ILLUSTRATIVE CASE

7. No buildings have been declared unsafe.

FINANCIAL DATA

ILLUSTRATIVE CASE

PROPOSED BUDGET SUMMARY __/
For Title III P. L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant Duval County Board of Public Instruction, Jacksonville, Florida

Grant period would begin July 1, 1968 and end June 30, 1969

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip-ment	Other Expenses	Total
		Professional	Non-Professional						
1 Administration	100	$ 1,625.00	$ 4,300.00	$	$ 180.00	$	$	$	$ 6,105.00
2 Instruction	200	11,625.00	6,840.00	21,925.00	3,142.50	633.25			44,165.75
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Service	500								
6 Operation of Plant	600							120.00	120.00
7 Maintenance of Plant	700								
8 Fixed Charges	800							1,687.25	1,687.25
9 Food Services	900								
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling	1200			1,500.00					1,500.00
13 Capital Outlay-Equipment only	1230						7,220.00		7,220.00
14 TOTAL		$13,250.00	$11,140.00	$23,425.00	$3,22.50	$633.25	$7,220.00	$1,807.25	$60.798.00

ILLUSTRATIVE CASE

PROPOSED BUDGET SUMMARY __/
For Title III P. L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant Duval County Board of Public Instruction

Grant period would begin July 1, 1969 and end June 30, 1970 (Second Year)

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip-ment	Other Expenses	Total
		Professional	Non-Professional						
1 Administration	100	$1,650	$4,300	$	$ 180	$	$	$	$ 6,130
2 Instruction	200		4,560	7,850	3,143	500			16,053
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Service	500								
6 Operation of Plant	600							120	120
7 Maintenance of Plant	700								
8 Fixed Charges	800							834	834
9 Food Services	900								
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay-Equipment only	1230						6,720		6,720
14 TOTAL		$1,650	$8,860	$7,850	$3,323	$500	$6,720	$954	$29,857

ILLUSTRATIVE CASE

PROPOSED BUDGET SUMMARY __/
For Title III P. L. 89-10 Funds
(one summary for each proposed grant period)

Name and address of applicant Duval County Board of Public Instruction

Grant period would begin July 1, 1970 and end June 30, 1971 (Third Year)

Expenditure Accounts	Acct. No.	Salaries		Contracted Services	Materials & Supplies	Travel	Equip- ment	Other Expenses	Total
		Professional	Non-Professional						
1 Administration	100	$1,675	$4,500	$	$ 180	$	$	$	$ 6,355
2 Instruction	200		4,700	7,850	2,500	500			15,500
3 Attendance	300								
4 Health Service	400								
5 Pupil Transportation Service	500								
6 Operation of Plant	600							120	120
7 Maintenance of Plant	700								
8 Fixed Charges	800							864	864
9 Food Services	900								
10 Student-body Activities	1000								
11 Community Services	1100								
12 Remodeling	1200								
13 Capital Outlay-Equipment only	1230								
14 TOTAL		$1,675	$9,200	$7,850	$2,680	$500		$1,044	$22,749

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 100 - ADMINISTRATION (First Year)

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
		Full	Part				
Salaries							
Professional	Project Coordinator		25% time	12 mos.	$6,500		$1,625
Nonprofessional	Clerk Typist	X		12 mos.	4,300		4,300
Materials and Supplies	Office Supplies			12 mos.	15		180

TOTAL ADMINISTRATIVE - $6,105

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION (First Year)

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
		Full	Part				
Salaries							
Professional	Project Coordinator		75% time	12 mos.	$6,500		$4,875
	Teacher	X		10 mos.	6,750		6,750
Nonprofessional	Teacher Aides (3)	X		10 mos.	1.50 per hour		6,840
Contracted Services							
	Contract with Learning to Learn School, Inc. for services of specialist in curriculum and program development			12 mos.	15,000		15,000
	Contract with Learning to Learn School, Inc. for leased facilities for kindergarten program and for administration of total program			12 mos.			2,500

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION (First Year) (Continued)

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
		Full	Part				
	Honoraria for consultants for project evaluation for testing			37 days	$ 50.00 per day		$1,850.00
	for analysis			25 days	75.00 per day		1,875.00
	for creativity analysis			14 days	50.00 per day		700.00
Materials and Supplies							
	For classroom						
	Library books (75)				$225.00		225.00
	Construction blocks			1 set	50.00		50.00
	Aquarium supplies				15.00		15.00
	Gerbels (Asian rodents)			1 pair	15.00		15.00

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION (First Year) (Continued)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Consumable classroom supplies (Crayons, paper, paint, etc.)				$ 200.00		$ 200.00
Dictaphone tapes			100	65.00		65.00
Duplicating paper, master sheets, etc.				150.00		150.00
Cuisenaire Rods			1 pkg.	60.00		60.00
SRA Linguistic Series			24 sets	6.00		144.00
For evaluation and dissemination						
Kodak color film (35 mm)			10 rolls	2.85		28.50
Video tapes for teacher and pupil observations			30 reels	55.00		1,650.00
Magnetic tapes for parent conferences			30 tapes	6.00		180.00

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION (First Year) (Continued)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
Tests						
Stanford Binet Record Forms			400	$70.00		$ 70.00
Illinois Test of Psycholinguistic Abilities Record Forms			400	40.00		40.00
Data and secretarial supplies (paper, pencils, data analysis paper, subject folders, etc.) and other test materials				150.00		150.00

TOTAL INSTRUCTIONAL MATERIALS AND SUPPLIES - $3,142.50

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 200 - INSTRUCTION (First Year) (Continued)

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
		Full	Part				
Travel	Project Coordinator - Car Allowance for daily visits to public school classes (12 miles round trip @10¢ per mile)			10 mos.	$23.00 per mo		$23.00
	Consultants - 320 miles				$ .10 per mile		320.00
	per diem for 37 days				$ 2.25		83.25

TOTAL TRAVEL - $633.25

TOTAL INSTRUCTION - $44,165.75

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 600 - OPERATION OF PLANT (First Year)

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
		Full	Part				
Other Expenses	Postage, telephone, etc.			12 mos.	$10.00		$120.00

TOTAL - $120.00

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 800 - FIXED CHARGES

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
		Full	Part				
Other Expenses	Retirement for Professional Employees (6.25%)						$828.12
	State and County Officers and Employees Retirement (4%)						416.50
	Social Security (4.4%)						442.63

TOTAL - $1,687.25

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 1200 - REMODELING (First Year)

Expense Class	Name and Title, Purpose, or Item	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
		Full	Part				
Contracted Services	Remodeling classroom to install one-way viewing system for purposes of teacher training and demonstration						$1,500.00

TOTAL - $1,500.00

ILLUSTRATIVE CASE

EXPENDITURE ACCOUNT NO. 1230 - CAPITAL OUTLAY (Equipment Only) (First Year)

Name and Title, Purpose, or Item Expense Class	Project Time		Quantity	Salary, Rental or Unit Cost	Local Funds	Budgeted Amount
	Full	Part				
IBM Select-A-Matic Typewriters			8	$340.00		$2,720.00
IBM Executary (dictaphones)			8	500.00		4,000.00
Monitor System			1	500.00		500.00

TOTAL - $7,220.00

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ILLUSTRATIVE CASE

ASSURANCES FOR INITIAL APPLICATION

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. [Attach a copy of substantiating document(s)];

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program, there will be participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of activity for which the applicant receives Federal financial assistance from the Department. [The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application];

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as

ILLUSTRATIVE CASE

the authorized representative of the applicant in connection with this application. [Attach copy of authorizing document(s).]

I, M.C. Harden, Jr., do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and herby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: December 29, 1967

Duval County Board of Public Instruction
(Legal Name of Applicant)

BY /s/ M.C. Harden, Jr.
(Signature of authorized representative)

Chairman, Duval County Board of Public Instruction
(Representative's Title)

NOTARY PUBLIC: Subscribed to before me this

29th day of December, 1967 (Date) at Jacksonville, Florida (City and State)

NOTARY PUBLIC SEAL

/s/ Notary Public
(Signature)

My commission expires January 1, 1970
(Date)

LISTS OF MATERIALS

ILLUSTRATIVE CASE

EXPLORING NUMBERS AND SPACE*

(SEQUENCE CHART)

Games and Activities	Objectives
Obstacle Course	To develop the child's awareness of his own body in relation to an object.
Chairs	To develop the child's ability to use kinesthetic and temporal cues in making spatial judgments.
Road Game I	To provide practice in using kinesthetic and temporal cues as an aid to spatial estimation.
Road Game II	To develop the child's ability to use visual cues and previous experience to make fine discriminations of spatial relationships (no kinesthetic cues)
Colored-Stick Activities	
Activity 1 - Identifying Colors	To develop the child's ability to identify colors of sticks.
Activity 2 - Free Play	To encourage independent discoveries about the characteristics of the sticks by manipulating them during free play.
Activity 3 - Classification by Color	To develop the child's ability to classify by color.
Activity 4 - Fence	To develop the child's ability to classify by color and size.

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*Excerpt from Inquisitive Games, by Herbert A. Sprigle, published by Science Research Associates.

ILLUSTRATIVE CASE

SEQUENCE CHART (continued)

Activity 5 - Touch	To develop the child's ability to use the sense of touch to discriminate differences in size.
Activity 6 - Ordinal Position I	To develop the child's ability to construct a sequence by size. To introduce the words *first*, *second*, *third*, *fourth*, *fifth*.
Activity 7 - Ordinal Position II	To develop the child's ability to construct a sequence by size and color. To review the words *first*, *second*, *third*, *fourth*, *fifth*.
Activity 8 - Stairway	To develop the child's ability to construct a sequence by size and color.
Activity 9 - Guess	To provide experience with size sequence.
Activity 10 - Paper Bag	To develop the child's ability to use the sense of touch to discriminate slight differences in size.
Activity 11 - Replacement	To develop the concepts that (1) length may be composed of different parts and (2) length remains the same regardless of the arrangement of its parts.
Activity 12 - Blocks	To reinforce the concepts that (1) length may composed of different parts and (2) length remains the same regardless of the arrangement of its parts.

ILLUSTRATIVE CASE

SEQUENCE CHART (continued)

Squares Game (playing the Game)	To determine the degree of the child's understanding of the concept that length may be composed of different parts.
(Later-Play Activities)	To reinforce the concept presented in the Squares Games by imposing more demanding rules for stick replacement and by using white sticks for replacement.
Equivalence (Playing the Game)	To extend the concepts that (1) length may be composed of different parts and (2) length remains the same regardless of the arrangement of its parts.
(Later-Play Activity)	To reinforce the concepts of the Equivalence Game by using white sticks.
Estimation I (Playing the Game)	To develop the child's ability to use visual cues to estimate spatial relationships. To extend the concepts that (1) length may be composed of different parts and (2) length remains the same regardless of the arrangement of its parts.
(Later-Play Activity)	To reinforce the concepts of the Estimation Game by using white sticks.
House Game (Lead-in Activity)	To review possible stick combinations that can be used to make a given length. To familiarize the child with the House Game playing board.

ILLUSTRATIVE CASE

SEQUENCE CHART (continued)

(Playing the Game)	To develop the concept that length is composed of shorter lengths added together.
(Later-Play Activities)	To reinforce the concept of the House Game by imposing more demanding rules for stick replacement and by using white sticks for replacement.
Steps Game (Lead-in Activities)	To review sequencing by size and color. To familiarize the child with the Steps Game playing board.
(Playing the Game)	To extend the child's ability to construct a sequence according to size and color. To provide practice in performing additive operations.
(Later-Play Activities)	To reinforce the concepts of the Steps Game by removing color cues.
Recognizing and Writing Numerals	To develop the child's ability to recognize the numerals 1 through 9. To develop the child's ability to seriate the numerals 1 through 9. To develop the child's ability to write the numerals 1 through 9.
One to Three Game Version 1	To reinforce the child's recognition of the numerals 1 through 3.
Version 2	To develop the concept that the numerals 1, 2, 3 represent sets of objects.

ILLUSTRATIVE CASE

SEQUENCE CHART (continued)

(Later-Play Activity)	To reinforce the concept that the numerals 1, 2, 3 represent sets of objects.
One to Six Game Version 1	To reinforce the child's recognition of the numerals 1 through 6.
Version 2	To develop the concept that the numerals 1 through 6 represent sets of objects.
(Later-Play Activity)	To reinforce the concept that numbers 1 through 6 represent sets of objects.
One to Nine Game Version 1	To reinforce the child's recognition of the numerals 4 through 9.
Version 2	To develop the concept that the numerals 1 through 9 represent sets of objects.
(Later-Play Activities)	To reinforce the concept that the numerals 1 through 9 represent sets of objects.
Plus and Minus Signs	To familiarize the children with the plus and minus signs.
Buy and Sell Game I (Lead-in Activities)	To develop the concepts of addition and subtraction. To develop an understanding of the record-keeping function of numerals. To develop the ability to classify according to family.
Buy and Sell Game I (Playing the Game)	To reinforce the concepts taught in the lead-in activities.

ILLUSTRATIVE CASE

SEQUENCE CHART (continued)

Buy and Sell Game II (Lead-in Activities)	To extend the concepts of addition and subtraction. To reinforce the child's understanding of the record-keeping functions of numerals. To reinforce the child's ability to classify according to family. To introduce mathematical sentences.
(Playing the Game)	To reinforce the concepts taught in the lead-in activities.
Animal Toss Game (Lead-In Activities)	To familiarize the children with the animals used in the game. To develop the child's understanding of the concepts "more than" and "less than." To provide experiences in counting.
(Playing the Game)	To extend the concepts "more than" and "less than." To develop the child's understanding of the terms *plus*, *minus*, and *equals*.
Land and Water Animals Game (Lead-in Activity)	To familiarize the children with the game board and playing cards used in the game. To provide experiences in counting. To provide experiences in classification by family.
(Playing the Game)	To develop the concepts "more than" and "less than."
Theater Tickets Games I and II (Lead-in Activities)	To introduce the concept of multiple-class membership. To reinforce the concepts of "more than" and "less than." To provide practice in performing the operations of addition and subtraction.

SEQUENCE CHART (continued)

(Playing the Game)	To extend the concepts introduced in the lead-in activities.
Estimation II	To extend the concepts that (1) any length is composed of shorter lengths added together and (2) the the terms *more than* and *less than* describe relationships. To extend the child's ability to make accurate spatial judgments. To develop the child's ability to solve problems involving logical relationships.
Estimation III (Playing the Game)	To develop the child's ability to apply the previously learned concepts that (1) any length is composed of shorter lengths added together, (2) the terms *more than* and *less than* describe relationships, and (3) there are specific relationships between the lengths of the colored sticks. To extend the child's ability to make accurate spatial judgments.
(Later-Play Activities)	To further extend the child's ability to make accurate spatial judgments by removing color cues.
The Two Game	To develop insights into the nature of equivalence.
The Three Game	To develop insights into the nature of equivalence.
The Four Game	To develop insights into the nature of equivalence.

SEQUENCE CHART (continued)

The Five Game	To develop insights into the nature of equivalence.
(Later-Play Activity)	To determine the extent of transfer of learning from the Two, Three, Four, and Five Games.

ILLUSTRATIVE CASE

REVIEW OF RELATED RESEARCH

Editor's Note: Although the following section is technically a bibliography, the PACE Manual and many state guidelines entitle this section "Review of Related Research," the title given in this Illustrative Case. Agencies preparing a proposal should consult applicable manuals for the correct title and form for presenting bibliographical titles.

A. Single Volume Works

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* The Association publishes Childhood Education monthly from September through May. A list of current publications is available on request. The address is: 1200 15th Street, N.W., Washington, D.C.

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SUPPLEMENTARY BIBLIOGRAPHY

Editor's Note: The entries in this section appear in the Case Commentary Narrative. They have been categorized and alphabetized here for the convenience of those using this document.

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